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School Life

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FEDERAL SECURITY AGENCY
Office of Education



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School Life Spotlight

"These misconceptions create a dangerous situation, for we are reacting not to things as they actually are, but the way we think they are."----- 129

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"... there is no reason for gratification or relaxation in our efforts to eradicate the blot of illiteracy from our Nation . . ."--- 132

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"Literally millions of volunteers will be necessary including hundreds of thousands of teachers."----- 134

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"Citizens of tomorrow in accommodations of yesterday . . ."----- 137

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★ ★ ★

"Let us cast off modesty, timidity, and fear, and wield these weapons with full confidence in victory."----- 143

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The Educator and the World Community

by Earl James McGrath, U. S. Commissioner of Education

I WANT TO DISCUSS the roles which the teacher, the school administrator, and the educated citizen generally must play in the days immediately ahead in the broad field of public affairs, particularly with respect to this country's new position on the international stage. No topic is of more pressing importance to the members of our profession, for I am convinced that the success of contemporary American education will be assessed in large measure by the extent to which our schools prepare this and coming generations of students to understand the place of the United States in world affairs and to play their parts jointly with the men and women of the other free nations in establishing freedom, amity among the nations, and the general well-being of all mankind.

Conviction

This conviction results largely from personal experiences of the past 2 years. During this time I have visited a dozen or more countries in Western Europe, the Middle East, and South America. These visits abroad were a real educational experience. Not only did I discover my own lack of understanding of the intellectual, political, and spiritual qualities of other lands and peoples; I also learned how little is really known abroad about the United States and the American people—what we are, how we think, what we want, and what our attitudes are toward other nations.

With regard to the latter, one must be appalled by the great amount of misinformation about this country that exists in other lands, even among our closest friends in the community of nations. Despite their common spiritual heritage and despite the modern advantages of communication, many of the peoples of the Free World are still separated by great chasms

of ignorance and misunderstanding. And unfortunately no one perceives this misunderstanding more clearly, or puts it to better use than the Communists. The men in the Kremlin are past masters at fanning suspicion into hate and hate into war. They have added midcentury refinements to the ancient aggressor's technique of divide and conquer.

Lack of Knowledge

The extent of our own negligence in the area of international understanding can be measured by the lack of knowledge with which large numbers of American citizens view the working machinery of the United Nations, the world's greatest effort to maintain international peace. Because of dramatic events in Korea within recent months they may know something about the activities of the General Assembly and the Security Council and the basic principles of the United Nations Charter. But how many Americans can describe the purposes and functions of the Economic and Social Council or the Trusteeship Council? And how many can detail the aims of the International Food and Agriculture Organization, the World Health Organization, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and other specialized United Nations agencies? The plain, tragic fact is that, at a time when our international responsibilities demand a prudent, informed, and judicious citizenry, many Americans have not advanced beyond the primer stage in their understanding of this important international agency with which the actual fate of our lives is so inextricably entwined.

The counterpart of this American unenlightenment is to be found in the attitudes with which millions of people in other parts of the world view our culture. Our politi-

cal system, for example, is often quite incomprehensible to the foreign observer. Our professions of faith in the dignity and worth of the individual are questioned because of our discriminatory social practices. Over and over again we have reaffirmed the fact that we have no imperialistic ambitions; yet many peoples—in Latin America, for example—remain unconvinced. Oftentimes our staunchest allies in the international community misapprehend our motives and, as a result, their citizens form a mental picture of the United States as a land primarily of materialistic values. Thus, just as we so often form false pictures in our minds of other lands and cultures, so people abroad just as often form false pictures of life in the United States. These misconceptions create a dangerous situation, for we are reacting not to things as they actually are, but the way we think they are.

Leadership

The caliber of leadership which the United States can give to the Free World during the years of tension ahead will be determined by the degree to which our people understand the people of other nations, and, in turn, by their understanding of us. Without this psychological basis for permanent peace, a successful military effort would be of little value. The attempt to create conditions for peace will be successful only as American educators of all types and at all levels—from the kindergarten through the university—see the professional and civic responsibilities they have in this connection.

First, we must assist in developing in the United States an understanding of and a wholesome regard for persons and cultures different from our own; secondly, we must help create in other countries a constructive understanding of the American

way of life; and, thirdly, we must cultivate in all of our citizens a sense of participating membership in the larger world community.

Insofar as the external aspects of this program are concerned, the on-going programs of our Government in the field of international affairs offer excellent opportunities for citizen support and action.

Take the Point Four Program, for example—the plan under which the United States is extending technical assistance to the world's underdeveloped areas. Today Point Four is a very important phase of American foreign policy, a vital element in our strategy of freedom. All educators should be familiar with the dramatic set of facts which brought the technical assistance program into being, with its critical relationship to our Nation's role in world affairs, and with the urgent need for its continued expansion.

In Underdeveloped Areas

Two-thirds of the world's population live in economically underdeveloped areas. The efforts of these people to realize their full human capabilities and to utilize the resources of the lands in which they live are hindered by deficiencies in technical skills and in capital for essential productive machinery. The average annual income of the people in these regions has been less than one-tenth of that of the people in the more highly developed areas.

Primitive agricultural conditions and inadequate transportation so limit the growth and distribution of food that the average food intake for people in these underdeveloped areas is but 2,000 calories per day and the diet is usually lacking in food elements essential to health. As a result, malnutrition is general and starvation frequent. Lack of basic public health programs, of doctors and nurses skilled in modern medical science, and of hospitals and drugs leaves many large sections of the human family prey to preventable or curable diseases. Their ability to produce the necessities of life is consequently reduced.

The peoples of such underdeveloped areas are unable to produce the raw materials and finished goods which their physical well-being requires, which are needed by people in other countries, and which they would be capable of producing if assisted by great technical knowledge and equipment. For most of these people the horizon of knowledge is limited to their own small community, and their opportunity for

material advancement is no greater than its elementary and meager resources. These people in recent years have been stirred by a growing awareness of the possibilities of human advancement. They are seeking a richer life and striving to realize their full capabilities. They aspire toward a higher standard of living and better health and physical well-being.

One of the greatest threats to the democratic way of life throughout the world today is the organized, insidious effort of Communists to persuade the peoples of the world, particularly those in the underdeveloped areas, that the best way to higher standards of living is that offered by their doctrines and practices. We know that nothing is more false. The compulsions of the police state do not transform common poverty into general and individual well-being. Yet I am afraid that millions of the peoples in those underdeveloped areas, searching for some means toward a decent life, will fail to appreciate the falsity of this Communist doctrine and will not reject it unless the conditions of their lives are improved. The United States may reject it but we cannot sell democracy to men with empty bellies. The Point Four Program is clearly a step toward constructive international understanding. It is an effective way to acquaint other peoples with the American economic philosophy, the fruits of democratic capitalism, and humanitarian principles—in short, with our kind of life.

Campaign of Truth

The Voice of America is another, and perhaps more familiar, activity in which the United States seeks to explain its social institutions, its culture, and its national purposes. Radio broadcasts beamed to every corner of the globe are designed to give the lie to the false charges circulated by the disciples of Communist imperialism.

Through the Voice of America this country is waging a relentless "campaign of truth" to rally the free peoples of the world to the cause of democracy and persuade them that only in a free society can man live in dignity and real security. This campaign of truth is greatly feared in the Kremlin—so much so, in fact, that the Soviet Government employs 1,000 transmitters and over 5,000 laborers in a concentrated round-the-clock effort to jam Voice of America broadcasts.

Another activity which deserves our support and action is the international edu-

cational exchange program. Although our international "trade in ideas" has many origins, an official United States program was not started until 1939. At that time the United States and Latin-American countries initiated various projects for the cooperative interchange of educational, cultural, scientific, and technical knowledge and skills. Then, under the Fulbright Act, the Congress authorized the use of certain foreign currencies obtained from the sale abroad of United States surplus property for educational exchanges between the United States and other countries through executive agreements. This program now extends to 20 countries and several more it is hoped will be added within this year. What better way is there to humanize international relations than to do it through the interchange of teachers? What better resources can a school provide for this purpose than a teacher from another land?

Key Individuals

These key individuals have had an opportunity to come to this country to observe and study our habits and customs and to associate with other teachers and citizens generally. They can thus take back at the end of a year a true picture of the United States as they themselves have seen it—not as it has been described to them from behind a curtain of ignorance. And the reverse process, of course, goes on while the foreign teacher is here. He tells about his own school and community at home, and soon the old stereotyped ideas about people of that particular land are replaced by a more realistic interpretation in the minds of pupils.

Across the seas the United States teacher—the unknown person from Fullerton, Calif.; or Bellwood, Pa.; or Louisville, Ky.—tells her story about this great Nation and its people. Out go the familiar labels by which we were tabbed. Not all of us are materialistic; not all of us are money-mad. There are constantly expanding educational opportunities. Social injustices are being corrected. There is a serious effort to produce good drama and good music. Spiritual and cultural values are being reinforced.

The United States Advisory Commission on Educational Exchange, established by the Congress and appointed by the President, has said that the educational exchange

(Continued on page 140)

Illiteracy and Manpower Mobilization

Manpower Needs in the Present Emergency

by Ambrose Caliver, Assistant to the Commissioner of Education

ILLITERACY is one of the most important problems in the mobilization of our manpower to meet the present emergency. Because of the extent and complexity of our manpower needs, widespread illiteracy is intolerable. The machines required in both war and peace demand the kinds of skills, understandings, and flexibility not usually found among illiterates. The contacts and relationships of military personnel, of industrial personnel, and indeed of our entire population, are of such nature that possession of the communication skills is becoming increasingly essential.

The manpower policy promulgated by the President on January 17, 1951, asserts that the "primary aim of our manpower mobilization is to safeguard our national security through the maximum development and use of our human resources." Among the requirements listed for national defense, production of materials, and aid to other nations was sufficient manpower with the necessary mental, physical, and occupational qualifications.

In order to make this manpower policy effective and to meet the needs which it suggests, a large proportion of our population must be made literate without delay.

Manpower Potential

As far as numbers are concerned, we have sufficient manpower to meet our needs. But in order to obtain the greatest effectiveness from this manpower, large sections of it must quickly be made functionally literate. The attached table presents a vivid picture of the potentialities of the younger section of our manpower pool if the thousands of youth who are mentally disqualified can be rehabilitated. It shows that in 1940 over 150,000 males 17 and 18 years old had completed fewer than 5 years of

schooling (defined here as functional illiterates). In 1947 the United States census estimated that persons 25 years old and older who were functionally illiterate constituted about 10 percent of all persons of that age group. Nearly 4 percent of the 18- and 19-year olds (115,000) were so classified, and were not in school. Approximately 75,000 male youths who are functionally illiterate reach registration age each year. The corresponding number of females is approximately 50,000.

Information concerning the number of youths who were functionally illiterate in 1950 is not yet available, but according to the Census, 1,342,000 persons 18-20 years old had completed less than 1 year of high school, the requirement for acceptance into the armed services during the first 2 months of the current year. On the basis of the 1947 census estimates, probably over a quarter of a million of these youths are functionally illiterate.

The crippling effect of these educationally deficient youths on our mobilization efforts is indicated by the rate of rejections because of educational reasons. During World War II, nearly three-quarters of a million men, equivalent to about 60 Army divisions, who were otherwise fit for military service, were rejected because of educational deficiencies. At the present time thousands of men are failing to meet the educational standards set by the Armed Forces, many of whom are classified as functionally illiterate.

This article was prepared by Dr. Caliver at the suggestion of the Office of Education Committee on Educational Rejectees, of which he is the chairman. Dr. Caliver also has liaison responsibility in connection with illiteracy and manpower mobilization for the Office of Education.

The actual or potential educational rejectees cannot be disregarded. In our present tight manpower situation, they are needed either to defend the Nation or to help make the weapons and materials for its defense. If they are not rehabilitated, they not only are lost to the defense and mobilization efforts, but also they become a drag on the entire population.

A Civilian Problem

During the last war the Armed Forces were burdened with the responsibility of teaching the inductees who fell below their educational standards. The military authorities considered this to be properly a civilian task. Col. Walter L. Weible, Deputy Director of Training, S. O. S., said in 1942:

"It is quite obvious from the large number of individuals rejected by the Selective Service because of lack of education that preinduction literacy training is desirable. . . . The Army is undertaking the training of the comparatively few illiterates that are actually being inducted . . . [but] The acceptance of illiterates by the Army imposes an unwarranted burden upon its facilities required for military training."

Lt. Gen. Brehon Somervell, about the same time, had this to say on the subject:

"The upgrading of illiterates to the point where they will be acceptable for basic training is a responsibility that the Army should not be compelled to assume at this critical time. We can spare neither the physical facilities nor the personnel.

"It will be of great help to the Army if registrants can be given their basic training for literacy prior to their entrance into military service."

However, in spite of their reluctance to do so, out of necessity the Armed Forces had to develop a literacy education program

of their own. Unless steps are taken by civilians immediately to meet the problem, the Armed Forces will again be required to divert much of their time, energy, and personnel from their primary task of defense to that of teaching illiterates. The present leadership directly concerned with the problem in the Department of Defense and in the Selective Service is in favor of civilians doing the job before induction.

The Office of Education, the State Departments of Education, local school systems, other Government agencies, and private educational institutions working cooperatively can solve this problem—both its immediate and urgent mobilization aspects as well as its long-term aspects—if given the opportunity and proper support. And it can be done at considerable saving in cost to the taxpayer (estimated at one-sixth or one-seventh of what it costs after induction).

Illiteracy a National Problem

The extent of this problem is so well known that it is only necessary here to call attention to the over-all picture. The 1950 census data are not yet available, but in 1940 approximately 1 out of 7, or 10 million of our adult citizens, were functionally illiterate. Nearly 3 million of these had never attended school at all. Although there were certain concentrations, every State in the Union and every section of the population had large numbers of illiterates. Over 4 million were native whites; over 3 million were foreign-born whites; and nearly 3 million were Negroes. In some States the illiteracy among adults was as high as 35 percent.

Although the census estimated that persons 25 years old and over who were functionally illiterate dropped from 13 percent in 1940 to 10 percent in 1947, there is no reason for gratification or relaxation in our efforts to eradicate the blot of illiteracy from our Nation. In fact, any amount of illiteracy in a democracy, where sovereignty resides in the people, is intolerable and dangerous.

If our democratic way of life is superior to other forms of government, it is largely because of the value we attach to life and of the opportunity provided to improve its quality. Literacy skills are of value only in so far as they contribute to the realization of these goals. As the speed and complexity of our civilization increases, the demand

Population 17 and 18 years old completing fewer than 5 years of school, by sex and by color for the United States, urban and rural, 1940

Population	17 years old			18 years old		
	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7
Total population.....	2,403,074	1,213,277	1,189,797	2,582,648	1,281,638	1,301,010
White.....	2,137,551	1,081,852	1,055,699	2,290,573	1,142,185	1,148,388
Nonwhite.....	265,523	131,425	134,098	292,075	139,453	152,622
Population completing fewer than 5 years of school.....	120,743	75,415	45,328	133,193	81,045	52,148
White.....	66,222	40,629	25,593	70,265	42,802	27,463
Nonwhite.....	54,521	34,786	19,735	62,928	38,243	24,685
Urban.....	25,877	14,524	11,353	28,194	15,307	12,887
White.....	17,152	9,306	7,846	17,444	9,238	8,206
Nonwhite.....	8,725	5,218	3,507	10,750	6,069	4,681
Rural nonfarm.....	25,450	15,202	10,248	28,716	16,960	11,756
White.....	16,733	9,788	6,945	18,406	10,795	7,611
Nonwhite.....	8,717	5,414	3,303	10,310	6,165	4,145
Rural farm.....	69,416	45,689	23,727	76,283	48,778	27,505
White.....	32,337	21,535	10,802	34,415	22,769	11,646
Nonwhite.....	37,079	24,154	12,925	41,868	26,009	15,859

Source: Sixteenth Census of the United States: 1940, vol. IV, pt. 1, table 15. Prepared by Statistics and Research Section Jan. 8, 1951 (Office of Education).

for a high degree of literacy increases accordingly. Even in our early frontier days when life was simpler, education was considered to be essential to the progress and perpetuation of the Nation. It is even more so today, when the growing rapidity of transportation and communication is causing our population to become increasingly mobile, intermingled, and interdependent. Moreover, technological development has increasingly caused the machine to take the place of the hand. The processes of production, distribution, and consumption have become more intricate, and consequently more knowledge and skill are required of everyone.

These trends make the problem of illiteracy more critical year by year both in our own Nation and throughout the world. The variety and rapidity of adjustment of which we never dreamed are so great that even the literate population is ignorant of much that is desirable and essential to know. How much more serious, therefore, is the plight of the illiterate. Problems of citizenship, home and family living, occupations, and human relations in general require of the average person knowledge, understanding, and judgments that are almost overwhelming.

The national concern about the problem of illiteracy stems from the need to implement the principle of equality of opportunity. This principle applies not only to race,

creed, color, and geography, but to adult groups as well. Many of the problems of our society, such as poverty, disease, and personal maladjustments in occupation, home, and civic life, find their greatest incidence among the least educated. Moreover, many of these problems stem directly from educational neglect during early life.

Much of our adult illiteracy exists in States that find difficulty in supporting an adequate program of education for children and youth. In fact, there is considerable (negative) relationship between the level of support of general education in a State and the number of functionally illiterate adults in the State.

What Can Be Done

During recent years the national conscience has been aroused concerning these inequalities, and Federal legislation has been proposed to lessen them. A bill to provide Federal aid to education has been introduced in Congress each year during the past decade. Recently there has been much discussion of the need for Federal aid to eradicate illiteracy and, in 1948, Senator Kilgore introduced such a bill.

Because of the tradition in this country of local control of education, the States and local communities have a heavy responsibility, both in the matter of eradicating adult illiteracy and in preventing it through improvement of educational conditions for

children. Adult illiteracy results from many related causes. One is lack of school attendance. Because of the lack of enforcement of compulsory school-attendance laws there are hundreds of thousands of children of school age not in school or who attend so irregularly as to make their learning amount to practically zero. Another cause is pupil mortality. As indicated by grade-distribution studies and by educational attainment data from the Census Bureau, a large percentage of the pupils who enter the first grade drop out—never to return—before they reach the fifth grade. The Armed Forces and the Census Bureau have confirmed what was generally known, that many of these drop-outs reverted to a state of illiteracy. Poor teaching is another cause of illiteracy. There are known cases of normal children who are advanced from grade to grade—even as high as seventh, eighth, and ninth grades—who for all practical purposes are functionally illiterate.

The States and local communities can do more toward providing classes for illiterates and in stimulating them to attend the classes. According to a recent Office of Education study,¹ it was estimated that fewer than 30,000 native-born adult illiterates were

¹ Kempler, Homer, *Adult Literacy Education in the United States*, Circular No. 324, November 1950.

enrolled in public school classes in 1949-50, which is approximately only 1 percent of the total number of illiterate adults in the United States.

Institutions of higher learning can assume greater responsibility in providing well-qualified teachers and suitable materials for adult illiterates. The Office of Education, through a special literacy education project, has developed some "know-how" in this field. The financial assistance given this project by the Carnegie Corporation of New York indicates ways in which private philanthropy may continue to make a significant contribution to the solution of one of our most difficult national problems.

The problem of illiteracy has many facets. Its solution, therefore, must be reached through many approaches. Too often in the past, efforts in this field met with failure because the same materials and methods used in teaching children were used with adults. The result was lack of interest, lack of motivation, and lack of learning on the part of adults. Since literacy training was not geared to the learners' needs and background in general nor to their experiences in particular, they soon dropped out. Another difficulty has been a lack of mature teachers who understand adult interests and needs and who can approach adults with

an adult psychology. Still another difficulty has been that of arousing community-wide concern which will assure organizational and financial support, and make adult literacy education popular.

It should be emphasized that the responsibility for meeting the problems of illiteracy belongs to the local communities. But where they are not able to meet them alone, it is the responsibility of the States to assist. Private individuals, school officials, and committees can find many ways to attack the problem if they make a vigorous and cooperative effort to do so. There is also much that can and should be done on the national level.

The promotion of literacy education will not only contribute to our mobilization effort and to the general welfare, but it will also aid in providing the kind of international leadership we are offering the world today. This is particularly true with respect to providing leaders in fundamental education and in our technical assistance program as we attempt to meet the requests from underdeveloped countries throughout the world. In the kind of technological and ideological conflict in which we are presently engaged, literacy among our own citizens, as well as among the peoples of the world, is a must.

Federal Grants to Federally Affected Areas

AN ANNOUNCEMENT that grants totaling \$46,500,000 had been reserved for 100 school construction projects in federally affected local school areas and on Federal property, was made by Earl James McGrath, U. S. Commissioner of Education, late in April. The funds were appropriated by the Congress under Public Law 815.

The Commissioner pointed out at the time that the funds "currently available" would enable the Federal Government to meet the most urgent school construction needs in approximately 10 percent of those localities where Federal Government activities are responsible for greatly increased population pressures, thus insuring the education of thousands of children in communities where the Federal Government has assumed financial responsibility.

Commissioner McGrath, charged under Public Law 815 with administration of the school construction program in federally affected localities, reported that 697 school districts had applied for assistance up to March 12, 1951. "Of this number," he said, "528 have submitted construction projects calling for \$182,000,000 in Federal funds. In addition to this \$51,000,000 is needed for construction of schools on Federal property, and approximately \$7,000,000 for temporary school construction, making a total need of \$240,000,000 at this time."

Under the terms of Public Law 815, when the funds available are not sufficient to permit allocation for all eligible construction projects, available funds are to be allotted on relative urgency of need.

In determining relative urgency of need, the priority of each eligible project has been made in terms of: (1) the percentage of children in the school district who are federally connected, as defined by the act; and (2) the percentage of children in the school district for whom no standard school facilities exist, provided this figure does not exceed that for federally connected children.

In order to facilitate final action upon these school construction applications, the Office of Education is tentatively reserving funds for specified high priority projects prior to final action upon the applications. Final action on the applications is dependent upon the receipt of field reports necessary to verify the assurances required by the law.

See article, "One Federally Affected Area," on pages 8 and 9.

National Conference for the Mobilization of Health Education, Physical Education and Recreation

EXCERPTS from several addresses made at the National Conference for the Mobilization of Education recently held in Washington, D. C., are presented for SCHOOL LIFE readers.

This conference brought together in the Office of Education, Federal Security Agency, national and State leaders in the fields of health, physical education, and recreation, to consider their role in the present emergency. It was held under the auspices of the American Association for Health, Physical Education, and Recreation, and with the cooperation of the U. S. Office of Education.



"I have recently had the opportunity of spending the past two months in England . . . [studying Civil Defense preparations]. The British people are taking their austerity seriously, living on reduced rations (from 14 to 10 to now 8 pence worth of meat per week, for example), and attempting to re-create their very efficient wartime Civil Defense organization with limited funds and supplies. Although I could find no one in England who was interested in undergoing any more aerial attacks, I feel certain that the British people will rise to the occasion should they be attacked again, even if such an attack might include a much stepped-up program of internal sabotage, biological and bacteriological warfare, chemical warfare, and attacks by high explosives, incendiary bombs, and the atom bomb itself.

"We ourselves now face a similar catastrophe. Whether we are on the threshold of a new Dark Age will depend largely upon how we in this great Nation now comport ourselves. We have not a moment to lose in getting ready for the test. . . . A Nation-wide civil defense training program is being developed by the Federal government, which will set up a staff college for key personnel from States and cities.

States should organize and operate their own training programs with Federal guidance. Local governments, with State assistance, will train most of the civil defense workers and the general public. We all have an enormous task to do to get our Nation ready to resist successfully any attack, be it internal, under water, over land and sea, or from the air. There is an enormous area of regional, State, and local responsibility. . . . Literally millions of volunteers will be necessary including hundreds of thousands of teachers."—*Dr. John R. Nichols, Acting Director, Leadership Training Division, Federal Civil Defense Administration.*



"We in the field of education should be able to see and appreciate the importance of cooperative action for national and international well-being better than any other occupational group in this country. Our knowledge of the strategic importance of

strong schools and effective schooling to the security of this Nation is more intimate than for any other persons. It is not that elementary schools or high schools, or colleges need to be strong. It is essential that the entire educational structure be strong.

"I believe and trust that I am right when I state that educators generally—you and I—are not primarily concerned about defense activities and education in terms of the effect on our personal and institutional lives. Nor are we particularly concerned as to who speaks for or represents education so long as the best interests of the Nation as a whole are represented. To me it would seem that through MOE education has a chance to demonstrate that we can maintain individual and group independence and still can work together on a voluntary, cooperative basis to make all parts of education serve the best interests of the Nation, and to have all parts of education considered in the stresses and strains of the defense program that lies ahead. If we



James C. O'Brien, Assistant Commissioner of Education, addresses the conference on the importance of health and physical education programs to the national defense effort.

can do this, not only will we have served education and national security but we will have helped to demonstrate that democracy does work."—*James L. McCaskill, Coordinator, National Conference for Mobilization of Education.*



"... In a long range fight with which we are probably faced, one extending possibly over a generation or more, there must be provision for training of men in those fields of education and professional life and in those areas in which leadership must be developed and permitted to mature, if the national interest is to be preserved undiminished and unimpaired. . . .

"The only possible justification for the deferment of men to train while other men die in battle, is that they do, eventually, make their contribution to the Nation even over and above what might have been expected of them without such training.

"From the viewpoint of one who has spent many years dealing with the problems of manpower mobilization, I think that the educators of America have no greater responsibility than that of raising standards of education high enough to erase forever the shame we all must feel over the number of young men who fail to qualify for military service for lack of sufficient schooling or mental attainment."—*Col. Gordon Snow, Chief of the Field Division in Charge of Training, Selective Service National Headquarters.*



"Certainly in the extreme critical period which faces the Nation today, health and physical fitness of the people is extremely important. Total mobilization may need to be called at any moment to save the very existence of the Nation and our democratic way of life. One essential need for national preparedness is physical fitness among the youth of the country who may be approaching induction into the Armed Forces. Our potential enemies are primitive, rugged, and unaffected by the ease and prosperity of this machine age which democracy has created and enjoys. A high level of physical fitness among American youth will not only provide a better defense but it may also lead to the very survival of many who might otherwise succumb during combat situations.

"The opportunity for encouraging and developing this essential fitness in the youth

lies with the school administrators, the teachers of physical education, the public and private recreation leaders, and all who work with the youth of high school age. To delay is to run the risk of depriving the youth of the opportunity of making maximum contribution to the Nation during a period of mobilization."—*Henry L. Buckardt, Personnel Policy Board, Department of Defense.*



"You are all doubtless familiar with the Defense Information Bulletin, "Health and Fitness for the Long Pull Ahead," issued on behalf of the Office by Commissioner McGrath on December 20, 1950. What brief remarks I shall make about the importance of health and physical education are designed to supplement the minimum program spelled out in that bulletin.

"As I understand it, the ultimate health goal of the school is to help each student to attain the best possible physical development and condition for his particular age and biological endowment. Other institutions, such as the home and the medical profession, share this same objective with the school. The particular concern of the school as an educational agency is primarily with the development by the individual student of good health knowledge functioning through good health habits. It will be granted readily, I believe, that the attainment of optimum individual health depends upon a combination of factors, many of which do not appear to be primarily educational in character. It depends, for example, upon the income of parents, upon the home dietary standards, upon community provisions for sanitation, medical care, and recreation, as well as upon community provisions for the health education of students in schools. All of these factors are involved in a complete consideration of the means by which the ideal of positive health for each individual in the Nation may be attained.

"It is the special responsibility of the schools, not only to help to develop personal ideals of health, but also to give students a proper knowledge of the means, both individual and social, by which those ideals may be attained. In other words, the development of a personal health consciousness and of a social conscience regarding the health of others are primary educational goals. The controlling objective of all health instruction, therefore, is not merely knowledge or understanding as

such; but knowledge which can be made to function in daily living; knowledge which is put into practice and made a part of the habit system of the individual . . . this emergency is disclosing again, as did the First and Second World Wars, the alarming discrepancies which exist between health goals and individual health status. It is obvious, of course, that the schools of the Nation must bear their fair share of the blame for this condition, since an effective program for the identification of remediable physical and health defects in school children is not yet universally operative in our elementary and secondary school system.

"Strength, stamina, endurance, and functional vigor, together with the absence of physical disabilities and illness, are demanded above all else in wartime. More strenuous physical activity, harder muscular work, toughening of physical fiber, physical stamina to endure—these cannot be attained unless the schools develop and sustain vigorous physical education programs. Every high-school boy and girl must be given the opportunity to participate in a program of physical activities appropriate to his or her interests and abilities, and geared to national needs. Such a physical fitness program in our schools must be integrated with the health instruction and nutrition education programs, and with periodic physical examinations. Our schools must produce students who have developed sufficient maturity to understand the physiological and scientific principles basic to healthful living.

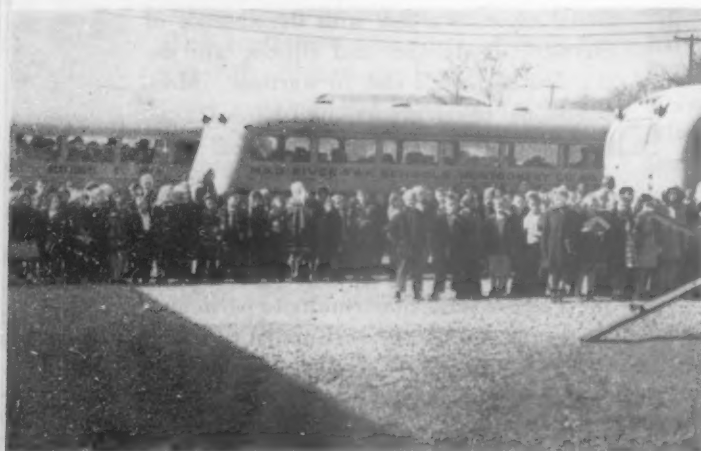
"Today's youth will soon be carrying adult's responsibilities as workers or as fighting men in a world of peril and tension. The schools of this Nation must contribute directly to the health and physical efficiency of this most precious resource, our national manpower. The basic elements in a well-rounded program of health and physical education are well known to all of you. The need in America's schools is simply to make these elements actually operative in every school."—*James C. O'Brien, Assistant Commissioner of Education in charge of defense-related activities.*

A 25-page report of conference highlights is available at 25 cents a copy from the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street NW., Washington, D. C. Copies of the complete report of the conference are also available at \$1.00 a copy.

Schoolhouses Needed Urgently Across the Nation

One Federally Affected Area

"Displaced pupils" at Mad River Township School queue up to board double-duty busses; attend half-day sessions.



SCHOOL LIFE PRESENTS for its readers certain photographs included in a report of Walter E. Stebbins, then Supervising Principal, Mad River Township Schools, Dayton, Ohio, made November 15, 1949. The information was submitted to the subcommittee of the House of Representatives Committee on Education and Labor which was studying the problems of local school directors affected by Federal agencies. Mad River is one of the areas receiving funds appropriated by the Congress under Public Law 815.

The photographs are probably typical of ones which could be taken in many other federally affected areas across the Nation. Captions are taken from Mr. Stebbins' presentation also.

Bringing his testimony up to date for the House of Representatives Appropriations Subcommittee, Mr. Stebbins, now Superintendent of Schools in the Mad River Township District of Dayton, Ohio, reports a school population growth "from 691 in 1939 to 2,978 in 1950." He says, "There are hundreds of thousands of children in these federally affected areas and many of them are being forced to attend school in basements, warehouses, churches, and barracks, and great numbers of them are required to ride long, tiresome miles to far-off schools in other districts. Many others are in half-day sessions. These children are being short-changed in this matter of education."

In concluding his statement, Mr. Stebbins told the members of Congress his Board of Education had given "careful consideration to the possibility of third-day sessions for some children next year."



Four hundred pupils outside a crowded school building near the Wright Field installations. The American Flag, symbol of justice and opportunity for all, waves in the breeze.



U. S. Commissioner of Education, Earl James McGrath, on a visit to Mad River where he studied the problem of Federal aid to federally affected areas first hand. The Commissioner is shown talking in a third-grade classroom with Mrs. Dessie Fuller, the teacher. The potbellied stove pictured heats a 2-room building.

Overlook school overflows. Built to house 450 children, this school now has an enrollment of 767 pupils. Those in lower grades attend only half days.



Citizens of tomorrow in accommodations of yesterday. From their school home, built during President Grant's administration, half-day shift pupils cross heavily traveled road for rest-room facilities and mid-morning milk.

Mad River Township District of Dayton, Ohio



Land for this trailer camp adjoins the Mad River school property and accommodates nearly 200 trailers and cabins. It provides many pupils but few tax dollars for the schools.



Taxes for construction of school facilities cannot be levied against these homes. They are located in the Overlook Federal Housing Project. From 748 units come 832 children.

☆☆☆ Education for the Nation's Defense—VIII ☆☆☆

SEVERAL NEW defense information bulletins have been issued by the Office of Education in recent weeks to keep the Nation's educational leaders aware of developments in the national defense program which have implications for schools and colleges.

Selective Service Headquarters on April 4, 1951, issued a release giving the aptitude test scores and class standings to be required in the consideration of deferment for college students. A Defense Information Bulletin of April 6 reproduced this release in full. The bulletin revealed the "scores and class standing standards announced by General Hershey" as follows:

Student in Professional School

Certificate from school that he is satisfactorily pursuing a full-time course of instruction leading to his graduation.

Student in Graduate School

Certificate from school that he currently is meeting degree requirements and is expected to obtain his degree.

Student Seeking Admission to Graduate School

- (a) Scholastic standing in upper half of male members of his class
- or
- (b) Score of 75 or better on test (equal to a score of better than 120 on AFQT).

Student Pursuing 5- or 6-Year Undergraduate Course

- (a) Scholastic standing in the upper three-fourths of the male members of his class
- or
- (b) Score of 70 or better on tests (equal to 120 on AFQT).

Students Entering Senior Year

- (a) Scholastic standing—upper three-fourths of the male members of his junior class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

Students Entering Junior Year

- (a) Scholastic standing—upper two-thirds of the male members of his sophomore class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

Students Entering Sophomore Year

- (a) Scholastic standing—upper one-half of the male members of this freshman class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

The Selective Service release, further quoted in the Defense Information Bulletin of April 6, pointed out "that announcement of criteria for deferment of high-school graduates to enter college this fall is temporarily deferred for the following reasons:

1. Virtually no high-school graduate expecting to enter college this fall will be reached for induction prior to opening of the fall semester.

2. Under the provisions of the present law as well as the committee bill and the bill which has been passed by the Senate, each boy who has entered college before being called is to remain in college until the end of the academic year.

3. Criteria for the deferment of high-school graduates to enter the first year of college must of necessity await the outcome of legislation now pending.

4. Due to the varying standards of high schools throughout the country criteria for the deferment of college students might not prove broad enough to provide an equitable opportunity for all high-school seniors who desire and expect to enter the first year of college.

5. The majority of young men now in college would be vulnerable for training and service within the next 60 days and, therefore, the need for immediate action to determine the eligibility of these students for further college deferment required immediate action. This was not true of high-school students. Therefore, further time is permitted for the study of criteria for high-school students.

A statement clarifying the intent and objectives of the student deferment plan announced by President Truman on March 31 was issued by the Manpower Policy Committee of the Office of Defense Mobilization on April 6. Commissioner of Education Earl James McGrath authorized the issuance of this statement in a Defense Information Bulletin of the same date. It states:

"The recently announced interim plan for permitting students to continue their educational programs is essential from two points of view. First, it means that the armed services will have the benefit of men trained to serve more effectively than would otherwise be the case. Second, it means that when these men have served in the Armed Forces for the required period, the Nation will have a store of highly trained young men who will have had the benefit of formal education and practical experience in the armed services.

"This program will not permit college students to avoid service in the Armed Forces. Under the program no man is exempted from the obligation to serve. In fact, it will mean that more students will be available for induction during the coming academic year than has been the case during the present year. It is true that under the proposed program some college students will be able to complete their basic education. When they have completed it, however, they will be available to local selective service boards for prompt induction into the armed services. . . ."

Keeping Facts Straight

Another Defense Information Bulletin of April 6 reported "Issues in Current Discussions of Deferment of Students." In this Bulletin Commissioner McGrath said, "Unfortunately, confusion characterizes current discussion of deferment of college students. The facts should be kept straight."

The content of the Bulletin continued as follows:

First, men deferred for college study will be subject to induction when they graduate—a fact that is frequently forgotten. Secondly, the number of draft-eligible stu-

dents now in college is relatively small because of the presence of veterans, 4-F's, and ROTC enrollees in the student body. Thirdly, the recent Executive order establishing a Nation-wide test as one basis for consideration for student deferment is a temporary measure, designed to deal with the immediate situation while permanent legislation is under debate.

The basis on which students are to be deferred has been widely interpreted by some as meaning that college men could escape the obligation of military service. As I understand it, deferment does not constitute escape from military service, but rather is merely a means of postponing the induction of students until they have completed their studies. The general rule will be that a man will serve his tour of military duty on completing his studies.

With reference to college enrollments, estimates of the current year show that more than two-thirds of the men now in college are either veterans of World War II, or are physically unfit for military service, or are enrolled in the ROTC. Of the remaining one-third, a very large percentage are under draft-induction age, so that if those now in college and subject to the draft were to be inducted, the number would probably be considerably less than 300,000.

The recently issued Executive order on deferment of this year's college students amends the selective-service requirements under the act of 1948, which is due to expire in July of this year. Meantime, the legislative decision with reference to the future of selective service is being debated. The Senate has already passed legislation which retains the presently existent Presidential authority to defer students. The Senate measure also sets aside not to exceed 75,000 entering students annually who could be deferred for 4 years, at which time they then become draft-eligible. These 75,000 would serve 4 months' basic training before going to college and would be selected through a process similar to that contained in the newly issued Executive order. The House of Representatives is considering legislation which, like the Senate version, continues Presidential authority to defer students, but which does not make provision for a specially chosen annual quota to enter college.

It has been suggested that to defer a group of men from immediate military service is undemocratic. This seems to me to be an erroneous interpretation of democracy.

Admittedly, the Nation needs the services of each man at his own highest level of competence. The question then becomes, how can the abilities of all be used in the most democratic manner. The procedure authorized by Executive Order No. 10230 rests on the fact that certain individuals have abilities not possessed by others. Through the use of tests and the student's previous academic record, those who do possess these special abilities are given the privilege of serving the Nation's need. They will be selected on an objective, and therefore democratic, basis.

There is one respect, however, in which present conditions in higher education must be corrected if deferment of students is not to be undemocratic. This is a fact not related to deferment itself but rather to the conditions under which higher education is generally available in America today. As I said before the Association of Land-Grant Colleges in October 1949, there are today just as many young people of high academic ability outside the colleges and universities as there are inside these institutions. The fault lies not in deferring college students, but in deferring only those who have the money to get to college.

Both the long-run welfare of the Nation and the requirements of the present emergency demand that a Federal scholarship-fellowship program be inaugurated at the earliest possible moment. Unless all young men who come to military age and wish to go to college are financially able to do so, deferring of students would be undemocratic. Likewise, unless all who possess college abilities have the chance to get to college, the national interest suffers.

Distribution of Military Manpower

An announcement of a new plan for the qualitative distribution of military manpower issued by the Secretary of Defense was reported in a Defense Information Bulletin of April 11.

The Bulletin points out that: The plan provides that each service is to receive men in accordance with the normal distribution of mental groups within the national male population. Judgment as to a man's relative standing will be based on the standard measure of mental qualification used by the military departments.

Minimum physical standards for acceptance will be identical for all services. Men will be assigned according to physical capa-

bilities in normal course without any special allocation procedure.

Out of every 100 men who take the Armed Forces Qualification Test and qualify for military service, 8 normally fall in group I, the highest mental group; 32 in group II, 39 in group III, and 21 in group IV. Each service will take in men in accordance with these proportions so that there will be a balanced distribution of men in all mental groups among the Army, Navy, Air Force, and Marine Corps.

The services will continue voluntary recruitment of men, but the total number of men taken in, whether through voluntary enlistment or induction, will conform to the percentages listed above. Should any service fail, in any 2-month period, to obtain by voluntary enlistment the specified quotas for the period, shortages would be filled in a subsequent month from among Selective Service registrants.

The new plan will become effective for all services May 1. Armed Forces examining stations to administer the program will begin functioning July 1. These stations will conduct mental and physical examinations for all service entrants, whether by enlistment or induction.

Officer candidates, aviation cadets, and veterans will not be covered in the qualitative distribution program.

"This plan," according to the Secretary of Defense, "should not only serve to adjust present imbalances among the military departments, but should lead to an important advance towards the more effective utilization of manpower throughout the military establishments."

Still further details of the college student deferment plan were spelled out by the Director of Selective Service and were called to the attention of college officials and other educational leaders through a Defense Information Bulletin of April 12.

This bulletin summarized all of the new regulations resulting from the President's Executive Order of March 31, and those of General Hershey approved by the President on April 5.

According to this Defense Information Bulletin the purpose of these regulations is to serve as a guide to local Selective Service boards in determining which college students properly may be considered for deferment, in an effort to carry out the desire of the Congress to provide the fullest

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EDUCATION AND THE WORLD COMMUNITY

(Continued from page 130)

program is a major means whereby the United States can make known its policy of support for the freedom of other nations and joint action through the United Nations on international problems. "The case which the United States has to present to the world," the Commission stated in its report to the Congress, "is one of great strength and appeal because we are telling the truth. . . . Against the Communist slurs of weakness stand the great achievements of American technology, the highly organized character of American society, and the moral strength of our people. . . . But these facts cannot be effective unless they are made known."

But if we expect our people to sustain and adequately support these international activities—Point 4, the Educational Exchange Program, the Voice of America, UNESCO, and the other specialized United Nations agencies—if we hope to strengthen freedom's cause through these channels, there are some related domestic challenges to face. We need to take a long introspective look at just what it is we believe in, to assess our attitudes toward other nations and cultures, to attack our own social problems, to determine what we should be doing in our own country to bridge the chasm between us and the rest of the world. In this effort to strengthen the bonds which unite the Free World, America's teachers and school administrators are literally on the front lines.

Now what can educators do in this connection? First, I believe we can improve our information-getting habits. We all know that an enlightened citizenry is the essential element in a dynamic democracy. This generation has seen the traditional agencies of communication—the church, the school, and the forum—overshadowed by powerful media of mass communications: the press, the radio, the motion pictures, and television. Yet how many of us have acquired the skills and techniques of criticism, judgment, and insight needed to evaluate with any degree of understanding the experiences these means of communication bring to us? The managing editor of the *Louisville Courier-Journal* has said that our schools now need, more than anything else, courses in "how to read a newspaper." We are graduating students from our high

schools who have never seen, much less read, newspapers of the caliber of the *New York Times* or the *New York Herald Tribune*, or the Louisville papers, or magazines which match the standard set by *Harper's* or the *Atlantic Monthly*. The same thing holds true, I believe, about the listening habits of many of our people. Even if they listen with any degree of regularity to particular commentators, the chances are fairly good that they have never received pointers on "how to listen."

Secondly, if we expect young people to gain insights into social problems involving international relations, the social studies in our schools need to be further integrated. We will want to teach geography not as a separate subject but rather related in a meaningful way to the full context of economics, government, and social history. A course in world or regional history, for example, if it is to be effective, should properly be related to real contemporary world or regional social problems. Though good efforts have been made to knock down the barriers which for years have rigidly compartmentalized subject matter, further efforts need to be made to integrate materials and to make them live in terms of the world of today.

A third matter which deserves our attention is the development of attitudes basic to an international community of culturally diverse nations, founded on the principles of popular consent and equal justice for all. In the building of such an international organization the schools have a special duty to cultivate positive attitudes toward cultural differences, contrasting ideas, and divergent ways of doing things. And this involves much more than lectures or discussions of the geography, history, and political institutions of other nations, valuable as these may be. The actual practices of the school and the classroom often are of greater influence in shaping democratic beliefs and in building understanding attitudes than are systematic studies or academic discussions. Educators have the responsibility to see that children from all types of home backgrounds, all types of belief, all types of national extraction, and all races learn to live together and to respect one another.

Lastly, I believe that teachers and school administrators should move with dispatch

to answer the charge that they are not active members of the community. It is often and frequently correctly said that educators live a life apart from the rest of the world and that they hold back from participation in community affairs. We should take an active part in civic affairs and at the same time we must ask our fellow citizens to help us plan the school program. As lay citizens take an active interest in what the schools are doing and as teachers and school administrators assume their full responsibilities as members of the community, we will be able to say that education is living up to its full responsibilities to the children and youth of our time. There is heartening evidence that citizens are genuinely concerned with the schools. The outstanding work of the National Citizens Commission for the Public Schools is a dramatic example of this interest.

If we educators really believe that understanding among peoples is fundamental to the maintenance of peace, then the challenge which confronts us in these perilous times should cause us all to think deeply about our professional and civic responsibilities. We must not fall into a false sense of security by believing that large scale military preparation alone will gain peace, tranquillity, freedom, and prosperity for the whole world, or even for us. At best it may gain us a hollow victory in which the victor is as much scorned as the loser, for military success by itself could cause the world to believe that we fought simply for territorial or other material advantage. Only as we join with the other free peoples of the world, buttressing our military activities with a ceaseless effort to maintain the high moral principles of democratic living in our personal and national lives—only as we hold these principles constantly before our own people and those of other lands can we convince all those members of the human race who earnestly seek peace and a good life that they should follow the banner of democracy. By so doing, we can strengthen our leadership of free men everywhere. In return, they will willingly give us that moral and material support without which we can hope to gain no lasting peace for ourselves or for our children.

This article is a condensation of an address delivered by Commissioner McGrath before the annual meeting of the Kentucky Education Association, Louisville, Ky., April 13, 1951.

Education for Defense

(Continued from page 139)

possible utilization of the Nation's technological, scientific, and other critical manpower resources as expressed in the Selective Service Act of 1948, section 1 (e).

Guides to Defense Activities

Sources of information on Federal Defense Activities—one stressing releases and publications—the other, personnel and functions, were described in a Defense Bulletin of April 17, as follows:

1. *Business Service Check List*, beginning with the issue of March 23, 1951, has been expanded by the U. S. Department of Commerce to include listings of selected releases and regulations of various new defense agencies. This material is important to educational organizations as well as to business and industry. The BSCL continues, of course, to function as guide to material published within each preceding week by the various bureaus and offices of the Department of Commerce, including the National Production Authority. Material—both priced and free—available through that Department covers three broad fields of activity: business and economics, transportation, and science.

New agencies covered by BSCL are: Defense Production Administration; Defense Transportation Administration; Department of Interior, Defense Fisheries Administration, Defense Minerals Administration, Defense Solid Fuels Administration, Petroleum Administration for Defense; Economic Stabilization Agency, Office of Price Stabilization, Wage Stabilization Board.

Additional defense agency listings will be included in future issues.

How To Obtain Listed Materials.—Department of Commerce materials, some of which are issued on a periodic basis, may be ordered on a form which appears in BSCL. Requests for materials issued by other agencies should include title and date of release or publication and be addressed to the Director of Information at the originating agency; *such material should not be requested from the Department of Commerce.*

Subscriptions to BSCL.—The order form may also be used to subscribe, at \$1.50 per year, to the expanded Business Service Check List. Free subscriptions are available on written request, to tax-supported public libraries and to libraries of tax-sup-

ported institutions of higher learning. A limited number of free subscriptions is available to other free libraries which are open to the general public and to libraries of nonprofit institutions of higher learning. Librarians should address: U. S. Department of Commerce. Attention: Business Service Check List, Washington 25, D. C. Libraries which have been designated depositories by Congress receive BSCL directly from the Government Printing Office; they should not request it from the Department of Commerce.

2. *Handbook of Emergency Defense Activities*, prepared by the National Archives and Records Service of the General Services Administration, is a guide to Federal agencies, all or part of whose functions pertain to the defense program. It includes brief organizational outlines; names and addresses of officials of emergency defense agencies, the Department of Defense, and the United States Coast Guard; and a list of officials from whom information concerning other Federal agencies may be obtained. The Handbook lists commonly used abbreviations of Federal agencies and carries both subject and name indexes. To obtain the handbook, send 25 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Two standard sources of information on Government agencies and activities are:

United States Government Organization Manual, 1950-51, published as a special edition of the Federal Register by the National Archives and Records Service of the General Services Administration. Available at \$1 a copy through the Superintendent of Documents, this official organization handbook contains material on authorization, functions, officials, and publications of all Federal agencies; brief descriptions of quasiofficial agencies and selected international organizations; and charts of the more complex organizations.

Congressional Directory, 82d Congress, March 1951, published for the use of the United States Congress but available at \$1.50 a copy through the Superintendent of Documents. This work provides, in addition to biographies and other specialized Congressional material, detailed listings of key personnel in all branches and agencies.

The Wilson Report

The May issue of SCHOOL LIFE quoted a portion of the report, "Building America's Might," submitted by Director of Defense

Mobilization Charles E. Wilson to the President. A Defense Information Bulletin of April 27 presents two sections of the same report which discuss "Organization for Defense," and "Making the Most of Our Manpower Resources."

The DIB considers Mr. Wilson's report on the subjects of job training, student deferments, and school construction, as follows:

Job Training.—In setting up these objectives Mr. Wilson points out that our work force is almost fully employed, with certain skilled trades and professions already in short supply. Any increase in the labor force must come from those now in school, from housewives, and from the ranks of the retired and the handicapped. Clearly, the American educational system is needed to help meet this manpower demand. The immediate need for production means that unskilled workers must be trained. Mr. Wilson says that the Federal-State vocational education system will be called upon for assistance. Besides this immediate and short-range demand for job training, there is a continuing long-range need for highly skilled workers and for scientific, technical, and professional personnel, a need which can only be met by a wise use of the American educational system.

Student Deferments.—Aside from the foregoing general findings, Mr. Wilson deals with two specific problems. First is the question of student deferments:

Since the present critical world situation may last for many years, we must not deplete one of our principal assets—our highly trained personnel in many specialized fields. Enough engineers, scientists, doctors, and other specialists must continue to flow out of our colleges for replacements and to meet the increasing demands of our complex modern society.

To meet this need, a sufficient number of students will have to have their service in the Armed Forces postponed and be allowed to continue with their college education. Financial assistance should be provided for exceptionally qualified students unable to pay their own way. Specific plans for this purpose are now under consideration by the executive agencies and the Congress.

The Nation-wide testing plan of the Selective Service System is an attempt to implement this statement of policy.

School Construction.—The other problem involves the effect of material shortages on school construction and maintenance. Mr. Wilson observes that inadequate education and child welfare facilities in a de-

defense production area tend to lower the workers' efficiency and to make recruiting of industrial manpower more difficult. He concludes his discussion of manpower resources with a stress on long-range planning:

The men and women who will be needed in the future for military service, for factories and the farms are the children now in primary and secondary schools. In view of the long-range character of the defense program, it is important that we develop further the present American system of local, State, and Federal cooperation for meeting our educational responsibilities. *In this connection, the need of eliminating overcrowding of schools and of providing adequate educational equipment and staff must be weighed against the other competing claims for scarce materials and manpower during the emergency period.*

"It is encouraging to see the vital tie between American education and our defense program so clearly discerned by the Director of Defense Mobilization," said Commissioner of Education Earl James McGrath in transmitting the Defense Information Bulletin of April 27 on the Wilson Report.

Colleges Consider Needs of the Disabled

SEVEN HUNDRED INSTITUTIONS of higher education through the United States report that they will consider applications for enrollment from students with orthopedic limitations.

This information was revealed by a survey of the National Foundation for Infantile Paralysis to learn which colleges and universities will give consideration to those disabled by polio, many of whom must wear braces for support, require the use of crutches, or are in wheel chairs.

"Though the study was made primarily to meet the need of infantile paralysis patients," says Sally Lucas Jean, Director of Education Service for the National Foundation for Infantile Paralysis, "the information secured is needed by many young people and by those advising high-school students desiring to go on to college."

The questionnaire-letter survey indicated that 264 institutions of higher education will consider the enrollment of students who require wheel chairs. Some colleges and universities have school plan facilities which limit enrollment of the handicapped to those who wear braces or use crutches. At

least one institution in each State, the District of Columbia, Alaska, Hawaii, and Puerto Rico, will enroll students with orthopedic limitations, according to the study.

In Press—Order Now

A NUMBER of manuscripts for Office of Education publications have gone to the Government Printing Office in recent weeks.

Most of these will be available from the Superintendent of Documents, Washington 25, D. C., by the time schools and colleges open in the fall.

Since the price of a Government publication is not known until the publication actually goes to press, SCHOOL LIFE cannot list the cost. You may wish to place your orders now, however, making a deposit of \$5 or \$10 with the Superintendent of Documents against which any request you make for a Government publication will be charged. The price of an Office of Education publication averages about 25 cents or 30 cents.

Forthcoming Office of Education publications include the following:

Frustration in Adolescence. Bulletin 1951, No. 1.
Culloden Improves Its Curriculum. Bulletin 1951, No. 2.

Vitalizing Secondary Education—Education for Life Adjustment. Bulletin 1951, No. 3.

Statistics of Land Grant Colleges and Universities. Bulletin 1951, No. 4.

How Children Learn About Human Rights. Bulletin 1951, No. 9.

Directory of 16mm Libraries. Bulletin 1951, No. 11.

Boys and Girls Study Homemaking and Family Living. Vocational Division Bulletin 245.

Advisory Council for a Department of Vocational Agriculture. Vocational Education Bulletin 243.

Home Economics in Colleges and Universities of the United States. Vocational Division Bulletin 244.

Statistics of Public School Libraries. Chapter 8 of Biennial Survey of Education in the United States 1946-48.

Offerings and Enrollments in High-School Subjects. Chapter 5 of Biennial Survey of Education in the United States 1948-50.

Health Instruction in Secondary Schools. Pamphlet No. 110.

Keystones in Effective Staff Relationships. Misc. No. 13.

Residence and Migration of College Students. Misc. No. 14.

Improving School Holding Power. Circular 291.

Education Directory, 1950-51. Part 1, Federal Government and States. Part 2, Counties and Cities. Part 3, Higher Education (now available at 40 cents). Part 4, Education Associations.

Frank S. Stafford



Dr. FRANK S. STAFFORD, Office of Education Specialist for Health Instruction, Physical Education and Athletics, served as chairman of the National Conference for the Mobilization of Health Education, Physical Education and Recreation. (See account on pp. 134 and 135.) Shortly after the conference was held, Dr. Stafford, in company with Mrs. Stafford, motored to Detroit, Mich., where he formally assumed his duties as president of the American Association for Health, Physical Education, and Recreation.

Upon their return trip to Washington from Detroit, there was a head-on collision between the Stafford's automobile and a cross-country bus returning a group of high-school youth to Ohio from a Washington, D. C., sightseeing trip. Both Dr. and Mrs. Stafford met sudden death in the accident which occurred in West Virginia. Commissioner of Education Earl James McGrath issued a statement citing the contributions of Dr. Stafford as an outstanding leader in his field and one who will be greatly missed in the Office of Education and by American education.

Dr. Stafford began his work for the Federal Government on November 15, 1944 as Chief of the School and College Division for the Committee on Physical Fitness. He was transferred to the Office of Education on June 16, 1945. Prior to his work in Washington, Dr. Stafford was Director of the Indiana State Division of Health and Physical Education.

Graduates, 1950-60

JUNE IS THE MONTH of graduation. How many high-school graduates will there be this year and during the next 10 years? What is the estimated number of college graduates? How many high-school graduates are expected to enter college under normal conditions during the years immediately ahead? The following tables reveal Office of Education estimates:

Estimated number of high-school graduates 1950-60¹

Year	Estimated number of graduates		
	Boys	Girls	Total
1950-51....	559,000	622,000	1,181,000
1951-52....	561,000	625,000	1,186,000
1952-53....	570,000	635,000	1,205,000
1953-54....	583,000	650,000	1,233,000
1954-55....	597,000	665,000	1,262,000
1955-56....	621,000	692,000	1,313,000
1956-57....	663,000	739,000	1,402,000
1957-58....	705,000	786,000	1,491,000
1958-59....	737,000	821,000	1,558,000
1959-60....	760,000	846,000	1,606,000

¹ Based on 1947-48 data. No change in the proportion of high-school graduates to the high-school population was assumed.

Estimated number of students who would enter college under normal conditions¹

Year	Men	Women	Total
1950-51....	257,000	193,000	450,000
1951-52....	258,000	194,000	452,000
1952-53....	262,000	197,000	459,000
1953-54....	268,000	202,000	470,000
1954-55....	275,000	206,000	481,000
1955-56....	286,000	215,000	501,000
1956-57....	305,000	229,000	534,000
1957-58....	324,000	244,000	568,000
1958-59....	339,000	255,000	594,000
1959-60....	350,000	262,000	612,000

¹ Calculated at 1950 entrance rate.

Men in College 1951-55

IN AN ADDRESS, "Predicting Enrollment in the Period of Mobilization," before the sixth annual National Conference on Higher Education in Chicago, Ill., April 2, Robert C. Story of the Office of Education said, "This is what we, in the Office of Education, foresee with respect to the male undergraduate population in the next three years: (1) In the fall of 1951 a decline of 17 percent from the fall of 1950. Bear in

mind that a 10-percent drop would have been expected under normal conditions. (2) In the fall of 1952 we estimate the enrollment will be 27 percent below 1950. (3) In 1953, 33 percent below 1950. Beyond 1953, it is expected that servicemen will begin returning to college and enrollment will start to pick up from that point. Particularly so if the provisions of the G. I. Bill are extended. . . ."

Total estimated number of male college graduates (4-year), 1950-55¹

Year	Total
1950-51....	274,700
1951-52....	205,300
1952-53....	202,200
1953-54....	178,000
1954-55....	166,900

¹ The number of graduates was calculated on the basis of normal rates of attrition for veterans and 4-F's, and a reduced attrition rate for the selected group of 75,000 students and the ROTC group (namely, an attrition of 10 percent from the freshman to the sophomore class, and an attrition rate of 2.5 percent thereafter). These estimates include also first professional degrees in medicine and dentistry.

Civilian Defense "Alert" Cards

ONE MILLION Federal Civil Defense Administration "alert" cards are being mailed by the F. C. D. A. to its State directors for distribution to school children and others. The goal is to have more than

50,000,000 "alert" cards in circulation throughout the country—personal reminders of precautionary steps one can take in case of an emergency bombing. For other publications of the Federal Civil Defense Administration, see back cover of this issue of SCHOOL LIFE.

Steel-Copper-Aluminum Allocations

SOME OF THE STEEL, copper, and aluminum being used this month in the construction of schools, colleges, and libraries has been allocated by the Office of Education under arrangements made by the Commissioner of Education with the National Production Authority and the Defense Production Administration. The allocations were made to insure urgently needed construction which otherwise would not have been possible.

Cases in which essential construction had been delayed or stopped were given first consideration by the Office of Education in making the allocations under the D. P. A. materials control program.

Requests for assistance in obtaining critically needed steel, copper, and aluminum should be addressed to the Office of Education, Federal Security Agency, Washington 25, D. C.

Libraries and the National Emergency

ADDRESSING a recent meeting of the American Library Association Council, C. R. Graham, President of the American Library Association urged the adoption of the following pledge and challenge to librarians in the present emergency:

"The peace and security of the world being threatened by despotism and aggression, the librarians and friends of libraries of the United States, speaking through the American Library Association, pledge themselves:

1. To strengthen and extend the services of their libraries to meet the needs of national defense and world security.
2. To conserve their resources for the national welfare.
3. To sacrifice, economize, and improvise wherever possible and necessary.
4. To meet the increasing need for information, knowledge, and education on

which the future world depends for peace and prosperity.

5. To preserve the open market of ideas which libraries represent as a symbol and guarantee of freedom.

6. To lift the morale of a mobilized world through provision of the greatest recorded thoughts of men of all the ages.

7. To cooperate with all agencies seeking to establish a world of decency, security, and human dignity."

In urging adoption of the "pledge," President Graham said, "Let us realize anew the power which we librarians hold and its basic role in the present world conflict. Our weapons—free ideas, freely expressed—are the strongest weapons and therefore are not only the first but the ultimate target of our enemies. Let us cast off modesty, timidity and fear, and wield these weapons with full confidence in victory."

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, Federal Security Agency Library

Bibliography of Books for Children. Washington, D. C., Association for Childhood Education International, 1950. 120 p. (Bulletin No. 37) \$1.

Builders of Goodwill. The Story of the State Agents of Negro Education in the South 1910-1950, by S. L. Smith. Nashville, Tennessee Book Company, 1950. 185 p. Illus. \$3.

Education, the Wellspring of Democracy. By Earl James McGrath. University, Ala., University of Alabama Press, 1951. 139 p. \$2.50.

Fifty Teachers to a Classroom. By the Committee of Human Resources of the Metropolitan School Study Council. New York, The Macmillan Company, 1950. 44 p. 65 cents.

A Functional Curriculum for Youth. By William B. Featherstone. New York, American Book Company, 1950. 276 p. \$3.25.

Theory of Mental Tests. By Harold Guliksen. New York, John Wiley & Sons, 1950. 486 p. \$6.

A History of Education. Socrates to Montessori. By Luella Cole. New York,

Rinehart & Company, 1950. 700 p. Illus. \$5.

How To Get It From the Government. By Stacy V. Jones. (Designed to help you utilize the many services of your government available to you, free.) New York, E. P. Dutton, Inc., 300 Fourth Avenue, New York 10, N. Y. 104 p. \$1.50.

Leadership in American Education. Compiled and Edited by Alonzo G. Grace. (Proceedings of the Co-operative Conference for Administrative Officers of Public and Private Schools, Northwestern University—The University of Chicago, 1950, Volume XIII.) Chicago, University of Chicago Press, 1950. 137 p. \$3.25.

Moral and Spiritual Values in the Public Schools. By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 100 p. \$1 single copy.

True Faith and Allegiance: an Inquiry Into Education for Human Brotherhood and Understanding. Washington, D. C., Na-

tional Education Association, Commission for the Defense of Democracy Through Education, 1950. 101 p. 75 cents.

Using Periodicals. A Report of the Committee on the Use of Magazines and Newspapers in the English Class. By Ruth Mary Weeks. Chicago, Ill., National Council of Teachers of English, 1950. 114 p. 60 cents.

Your Ticket to Popularity—Good Manners. New York, the Girl Scouts of the U. S. A. and the Boy Scouts of America, 1950. 44 p. Illus. 10 cents.

Helping Young Children To Work Independently. Prepared by Mary Bressler and Lillian Moore. New York, Board of Education of the City of New York, Bureau of Educational Research, 1950. 32 p. Illus. (Educational Research Bulletin, No. 12) 25 cents.

Meaningful Art Education. By Mildred M. Landis. Peoria, Ill., Chas. A. Bennett Co., Inc., 1951. 185 p. Illus. \$4.

Working To Learn. General Education through Occupational Experiences. By Milton J. Gold. New York, Bureau of Publications, Teachers College, Columbia University, 1951. 192 p. \$2.85.

Selected Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the education collection of the Federal Security Agency Library where they are available for interlibrary loan.

Criticisms and Investigations of the Comics, 1939-49. By Anna E. Mayans. Master's, 1950. University of Cincinnati. 95 p. ms.

The Development of an Inventory Test of Library Information and a Related Unit of Instruction. By Eleanor Gile. Master's, 1949. Boston University. 112 p. ms.

Evaluation of Federally and State Aided Guidance Programs in the Public Schools of Arkansas. By Dolph Camp. Doctor's, 1949. Syracuse University. 307 p. ms.

Immediate and Retention Effects of Interpolated Rest Periods on Learning Performance. By Bertram Epstein. Doctor's, 1949. Teachers College, Columbia University. 77 p.

An Investigation of the Curricular Requirements for First Grade Children in Indiana. By Lorena M. Reed. Master's, 1949. Indiana State Teachers College. 95 p. ms.

The Management of Elementary Schools. By Ralph F. W. Brimley. Doctor's, 1950. George Washington University. 212 p. ms.

Organization and Supervision of the Safety Patrol in the Cincinnati Elementary Schools. By James W. Patia. Master's, 1950. University of Cincinnati. 126 p. ms.

Public School System of Argentina. By Augustus F. Faust. Doctor's, 1950. University of Utah. 284 p. ms.

Reading as an Integrated Course of Study in an Independent Secondary School Curriculum. By Elva E. Knight. Doctor's, 1950. Harvard University. 307 p. ms.

The Relative Efforts of the States to Support Public Education. By Ralph C. Geigle. Doctor's 1950. George Washington University. 2 vols. ms.

The Status of the Library in the High Schools of Nevada. By Alene R. DeRuff. Master's, 1948. University of Nevada. 243 p. ms.

Teacher Activities of the Vocal School Music Program. By Francis G. Bulber. Doctor's, 1948. George Peabody College for Teachers. 156 p.

The Teaching of the Soviet Union in American Secondary School Social Studies. By Richard W. Burkhardt. Doctor's 1950. Harvard University. 258 p. ms.

A Two Year Program for the Social Studies in the Senior High Schools of New York State. By Sheldon E. Guile. Master's, 1949. Syracuse University. 151 p. ms.

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Books To Help Build International Understanding. Revised March 1951. Selected for children and young people with special reference to the United Nations, by Nora E. Beust. Free.

Earned Degrees Conferred by Higher Educational Institutions 1949-50. By Robert C. Story. Circular No. 282, December 1950. Free.

Education Directory 1950-51, Part 4: Education Associations. 15 cents.

Federal Government Funds for Education 1948-49 and 1949-50. By Clayton D. Hutchins and Myrtis Keels. Bulletin 1950, No. 3. 25 cents.

How the College Introductory Course in United States History Is Organized and Taught. By Jennings B. Sanders. Circular No. 288, April 1951. Free.

Language Arts in the Elementary School Program. By Helen K. Mackintosh. Education Briefs, Elementary Education Series No. 22, April 1951. Free.

1951 Advertising Campaign for Better Schools. Conducted by the Advertising Council, Inc., in cooperation with the National Citizens Commission for the Public Schools, U. S. Office of Education, and Citizens Federal Committee on Education. Kit of informational materials. Single sets available free upon request as long as supply lasts.

Officer Training for Fire Departments. By W. A. Ross. Misc. 3345, Revised March 1951. Free.

Offerings in Guidance and Other Phases of Student Personnel Programs in Colleges and Universities Summer 1951. By Clifford P. Froehlich and Willard W. Blaesser. Misc. 3162, Revised 1951. Free.

Publications of the Office of Education on Audio-Visual Education. A list. Free.

Publications of the Office of Education Pertaining to Education in Rural and Small Communities. April 1951. Free.

Selected References on the Teaching of Science for Grades 7-14 Inclusive. By Philip G. Johnson, W. Edgar Martin, and Willis C. Brown. Circular No. 308-II, February 1951. Free.

HOW TO ORDER

Free publications listed on this page are available in limited supply only and should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., unless otherwise indicated.

State Testing and Evaluation Program. By David Segel. Circular No. 320, 1951. Free.

Statistics of Negro Colleges and Universities: Students, Staff, and Finances, 1900-50. By Henry G. Badger. Circular No. 293, April 1951. Free.

Vitalizing the Teaching of Maps and Globes. By Halene Hatcher. Circular No. 321, April 1951. Free.

Department of Commerce

Facts and Figures About the United Nations. Office of Public Affairs. Department of State Publication 3930, International Organization and Conference Series III, 53, 1950. 5 cents.

Federal Records of World War II. 2 volumes. National Archives and Records Series. 1951. \$2.50 a volume.

Department of Labor

They Work While You Play; A Study of Teen-age Boys and Girls Employed in Amusement Industries. Bureau of Labor Standards, Bulletin No. 124. 1950. 15 cents.

Department of State

Korea 1945 to 1948. A report on political developments and economic resources with selected documents. Office of Public Affairs. Department of State Publication 3305, Far Eastern Series 28. Reprinted July 1950. 35 cents.

The "Point Four" Program: A Progress Report, December 1950, Number 5. Office of Public Affairs. Department of State Publication 4042, Economic Cooperation Series 25. Free.

Preparation for Tomorrow. A German boy's year in America. Office of Public Affairs. Department of State Publication 4138, European and British Commonwealth Series 20, 1951. 25 cents.

Telling America's Story Abroad. The State Department's Information and Educational Exchange Program. Office of Public Affairs. Department of State Publication 4075, International Information and Cultural Series 14, 1951. 15 cents.

Two Way Street. Report of the United States Advisory Commission on Educational Exchange, June 30, 1950. Office of Public Affairs. Department of State Publication 3893, International Information and Cultural Series 12. 60 cents.

Federal Security Agency

Vocational Rehabilitation of the Mentally Retarded. Office of Vocational Rehabilitation. Rehabilitation Service Series, No. 123, 1950. 45 cents.

Library of Congress

Abraham Lincoln's Gettysburg Address. Facsimiles of the first and second drafts of the address in Mr. Lincoln's handwriting. 1950. 5 p. 5 cents.

Civil Defense in the United States: Federal, State, and Local. By Carey Brewer, Legislative Reference Service. Public Affairs Bulletin No. 92, 1951. 55 cents from the Card Division, Library of Congress, Washington 25, D. C.

National Security Resources Board

Survival Under Atomic Attack. Civil Defense Office. NSRB Doc. 130, 1950. 10 cents.

Office of Defense Mobilization

Building America's Might. Report to the President by the Director of Defense Mobilization, No. 1, April 1, 1951. Free.

—Compiled by Florence E. Reynolds, Information and Publications Section.

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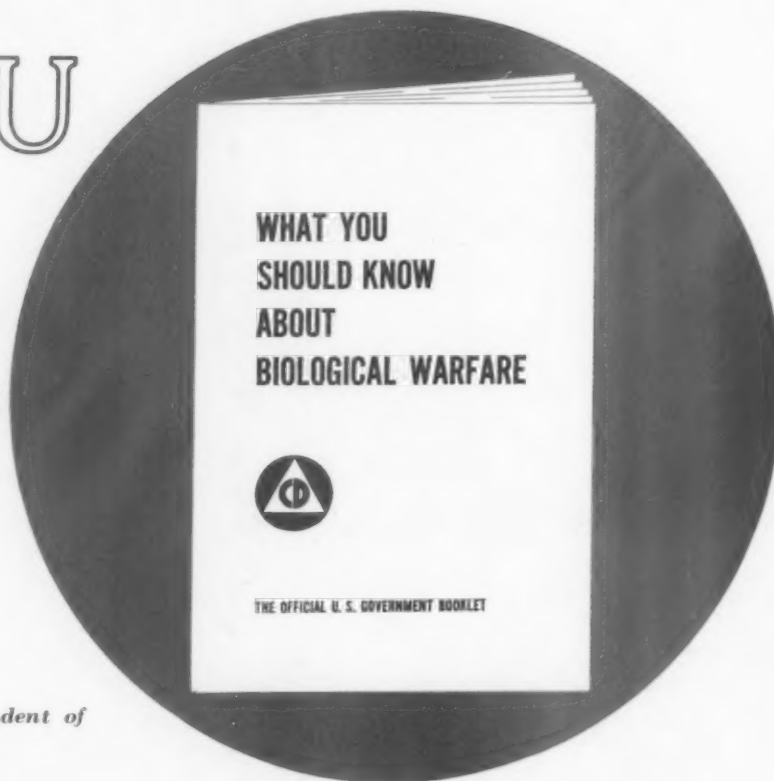
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